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ABSTRACT

This handbook provides potential teaching staff of the Summerbridge program with information explaining the type of program it is, its mission, the types of students that attend, and what types of faculty the program attracts and desires. It also answers commonly asked questions that are of interest to potential teachers such as how many courses instructors teach, their various responsibilities beyond teaching, compensation, and the advantages and disadvantages of teaching within the program. Final parts of the handbook address what qualifications are expected of incoming teachers, the issue of financial aid for college students interested in participating in the program, how to apply for a position, and the additional leadership positions that exist. (GLR)

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Staff applicants:

Please be sure to see the supplementary ***Teaching at Summerbridge Program Roster*** for more information about the 1994 programs. Ask for one at any of the Summerbridge programs or Summerbridge National.

APPLICATION DEADLINES
Returning Faculty: January 14, 1994
All Others: February 21, 1994
Decisions Mailed: March 31, 1994

What is a Summerbridge Program?

A Summerbridge program is a comprehensive two to three year academic program with intensive summer and school year sessions, year round counseling, and family advocacy followed by continued support through high school. The tuition-free program targets talented students with limited educational opportunities who are taught by a faculty composed entirely of high school students and college undergraduates. Each Summerbridge program reflects the ethnic and economic diversity inherent within the community it serves. Within a generally defined pedagogy and with substantive support by talented educators, Summerbridge turns over responsibility for teaching, curriculum development, counseling, advising, and administration to its young faculty. The programs are located at independent and public schools and serve children in the middle school years depending on the site.

This partnership between older and younger students produces amazing results.
92% of the younger students attend college preparatory schools or programs.
64% of the college age teachers enter the field of education after college.

Summerbridge National

Mission Statement:
The Summerbridge National mission is to foster excellence in education by supporting Summerbridge programs that:

- provide rigorous academic experiences for all children, especially for children who, for various reasons, face limited educational opportunities.
- reflect the ethnic an economic diversity inherent in the communities they serve.
- promote students of all ages as dynamic, successful learners, leaders, and teachers.

Summerbridge National, launched on July 1, 1991, serves as a technical support resource and a clearinghouse for the 26 existing Summerbridge programs. The first Summerbridge program began in 1978 at San Francisco University High School and has become a model for other schools starting Summerbridge programs in their community with the support of Summerbridge National.

For more infomation about teaching at Summerbridge or for information about the process for developing a Summerbridge program, please contact Summerbridge National at 3101 Washington Street, San Francisco, CA 94115, or call (415) 749-2037.

The Summerbridge Students

Summerbridge students come from a variety of public and parochial schools, as well as a range of ethnic, economic and family backgrounds. Summerbridge students reflect the diversity of their communities. Their skills vary widely. Some of them are from strong gifted and talented programs; others are from schools where the general skill level may be below state norms. However, all students have made it through the rigorous application process and have committed themselves to the program and a challenging education; **all can go to the top!**

"My classes at high school are great, but I do get a lot of homework, 2 to 3 hours worth each night. I'm used to it from Summerbridge."
Student, Ben Franklin Public High School '97
New Orleans

The Summerbridge Faculty

Summerbridge teachers are talented high school and college students from around the country. They are bright, passionate, creative and intrigued by learning and teaching, although many are not planning to become teachers after they finish school. They are committed to working together as colleagues, whether they are fourteen or twenty-two years old. While many are new to Summerbridge, some are Summerbridge graduates or returning staff.

Most high school staff comes from local public, parochial, and independent high schools. College and out-of-town high school staff come from many schools around the country. They all come together, combining their diverse talents to make the summer different every year.

" I never realized how much fun teaching could be. I now know that the staff had to be teachers, parents, artists, and friends all at once."
John Schroedel, Seven Hills School '93
Staff: Manchester; Cincinnati

"Once you see all that can be done and you taste a little success in the classroom, you want to do more and do better. A career of this constant exhaustion and motivation ... is something I could do for a lifetime."
George Rheault, Staff: Manchester; LeHigh Valley

SUMMERBRIDGE -- A COMMITMENT TO YOUNG EDUCATORS WITH VISION!

Why do we hire young people to teach?

Summerbridge believes strongly in providing opportunities for youth, a belief which manifests itself in the program's willingness to turn over all teaching and most administration for the program to talented high school and college students. Why do this? The rewards are bountiful: high school and college students tackle challenges, rise to higher expectations, and learn from a wide array of experiences. They challenge the younger students to accept rigor in learning; they, indeed will not accept less than the best from their students.

There are no better role models for Summerbridge students than the motivated faculty members who teach them. The faculty are strong students themselves who possess a respect for learning. Summerbridge students grow by knowing their teachers fellow learners and friends. The energy, commitment and vitality that the faculty bring to the program lies at the heart of the program.

> *"Catherine believed in me and made me believe in myself. She never let me give up when I had trouble understanding the material. Soon hard work became something I knew I could handle."*
>
> *Summerbridge Student,*
> *Lowell High School, San Francisco*

Will I have support as a young faculty member?

The challenging application gets you thinking about teaching in ways we hope will start your process of self-study. Just before each summer session, the faculty takes part in an intensive week-long orientation. Faculty attend workshops on a myriad of important topics: preparing lesson plans, teaching study skills and critical thinking skills into the class and each assignment, working with expository writing and the writing process across the curriculum, understanding the variety of ways students learn, classroom management. Faculties discuss the importance of collegiality, multicultural appreciation, and student-centered classrooms. Faculty teach mock classes in front of each other. Master teachers from local schools help run the workshops and provide you with advice, tips, and boosts of confidence.; these teachers continue working with you during the program. Your classroom doors will always be open; conversations about education run through your day. This is experiential learning at its best.

Colleagues, faculty deans, directors, resource materials, libraries surround faculty with endless opportunities for support. The students support faculty, too. If faculty are curious, confront mediocrity, put egos aside, support is endless and honest.

How many courses would I teach?

Most staff teach three academic courses in the morning and one afternoon elective. These will probably be different classes in at least two different departments. It is normal to have two or three "preps" (different types of classes to prepare).

Morning academic courses

Faculty members are responsible for designing, planning, teaching, and evaluating two to three morning academic classes. These courses fall under the following subject areas: Literature, Writing, Math, Science, Social Studies, Foreign Language and Study Skills. Some staff design courses that are entirely new to Summerbridge. Teachers at Summerbridge write lesson plans for each class every day. In addition, teachers develop a complete outline for their courses during the orientation.

Afternoon courses

Faculty also teach afternoon electives of their own design. These courses provide a break from the rigor of the morning classes. However, despite the fun quality of these courses, they remain structured and well planned. These co-curricular classes range from fine arts courses (photography, costume design, sketching) to performing arts (improvisation, rap, singing, acting) to athletic activities (soccer, basketball, running, volleyball) to the unique (role-playing fantasy games, chess, and sign language). All of these classes emphasize leadership and team building qualities. Although applicants propose such electives in their applications they may or may not end up teaching them.

What goals do teachers have for their students?

While Summerbridge enriches students, its primary goal is to prepare them to succeed in challenging middle and high schools. Staff members focus on teaching study skills, promoting intellectual curiosity, and receiving full commitment from students. We are also concerned with teaching students leadership skills, and community spirit.

"I was shocked by the wonderful comprehensiveness of the program... I became totally immersed."

Laura Lanzerotti, Staff: San Francisco; Portland

"The joy of seeing students create their own event, celebrate what they can do and who they are, made me forget a career in science."

Tania Altamirano, Director, Summerbridge San Francisco

OTHER RESPONSIBILITIES

"Faculty truly run the program during the summer. We provide a framework, but it is the committees which breathe life and character into the program."

Minh Thai, Summerbridge Student
Staff: San Francisco; Hong Kong; New Orleans

Club Leader

Clubs are the "homerooms" of Summerbridge -- but more exciting. Two to three faculty work together to serve as Club Leaders for a group of approximately 10 students. Club Leaders are responsible for organizing activities which unify the club and help students learn to work together (Spirit Day and Olympics, for example).

Club leaders are also advisors. They must be sensitive to the needs of their students. If a student is having academic or personal problems, the club leader needs to be aware, and provide guidance and support or refer the student as needed.

Committee Work

The elaborate fabric that makes up "life at Summerbridge" is completed by the committees chaired by staff and crucial to the operation and livelihood of the program. These committees range from the academic (Department Chairperson) to the extracurricular (Olympic Planning). Faculty usually serve on at least two committees throughout the summer.

Evaluation and Wrap-up

The responsibilities of the faculty are not over on the last day of classes. In lieu of grades at the end of the summer, Summerbridge students receive direct and detailed evaluations of their work for each of their academic classes. Faculty are required to write substantive comments for each of their students. Faculty members must also document and evaluate their own courses, the program, and their own summer work. In addition, materials and resources used during the summer must be prepared for the next year. This includes cataloging, documenting, and organizing curriculum materials and resources. The school facilities must be cleaned and re-organized for the school year. The faculty is responsible for leaving the school in order.

"The evaluations not only give students something to chew on, strengths to take pride in, and weaknesses to work on, but they also give parents and teachers insight into the academic challenges that the kids face during the summer."

James Fogarty, Summerbridge Student;
Staff: San Francisco

COMMONLY ASKED QUESTIONS

What is the stipend?

The compensation is $500 for high school staff and $750 for college staff. Administrative positions pay $1000. Returning staff are eligible for an additional $100, and veteran staff, an additional $200 for a non-administrative position. Stipend enhancement of up to $1000 in addition to the stipend is offered through the individual programs for the college students on financial aid. The financial aid application process takes place after the acceptance into one of the Summerbridge programs. Further information is provided at that time. Some programs offer standard of living supplements because their host cities are more expensive to live and work in.

Many college students in the past have received grants and fellowships to supplement the stipend. Please see page 10 for additional information.

"Despite my family's concern over the small stipend, I feel that the program has compensated me in other invaluable ways."
Marcia Quinones, Staff: San Francisco

What about housing for out of town faculty?

Out-of-town faculty members are housed with families in the broader Summerbridge community. Most placements last two to three weeks with room and board provided. Many families host visiting faculty year after year, and home stays usually receive rave reviews by the college and high school students. Housing schedules are mailed to staff in early June. Housing may vary according to program. **By accepting a homestay, you are a responsible, courteous guest who is also a representative of the Summerbridge program. There are special rules for staying with a host family.**

Who should apply for a position?

Students who want to teach in the program more than they want to be in a certain location... who have empathy for peers and students alike... who know the summer days will be very long, but who are dedicated to working hard... and who love to laugh!

What are the chances I will be accepted to teach?

The important thing to remember in both the high school and college staff application is that the committee will be looking for individuals with an enthusiastic response to both the program and the idea of teaching. The application should reflect your personality and interests. For further statistics, check the ***Teaching at Summerbridge Program Roster.***

What are the high points?

The little moments will always remain with you. For example, you cherish the times you truly feel you made a difference for a student. You may end up wishing you had time to do it all over again because you will learn more about yourself than you will ever teach to one of your students. When a class works well, you will feel invincible. You will probably laugh harder than you've ever laughed in your life, and work harder than you've ever worked before.

What are some of the frustrations?

When a class of yours fails one day (and at least one undoubtedly will), you will feel terrible. The program's fast pace can be frustrating --classes, clubs, meetings, skits, dinners, field trips, counseling sessions, and parent conferences. Many staff members are frustrated by how quickly the six weeks of teaching pass and think of the many lessons they still have to teach, and learn. If you are new to the program and new to responsibility which has an impact on others, working in Summerbridge **will challenge your ability to work effectively in demanding situations.**

Summer bridge Faculty Wish List:
"More master teachers, less meetings, more sleep, and no end to the summer."

I've never taught before. How will I be prepared to teach four academic and elective classes?

As you can see by the application, we ask all applicants to start to think about course design, curriculum, and reading materials as they apply for a teaching position. Thus, the faculty usually arrives ready with exciting material for their classes. By late April will be able to give faculty a better idea of what subjects they will be teaching. By mid-May, each faculty member will learn precisely what classes he/she will teach.

The responsibility you are given is unparalleled in the field of education. The amount of help you receive is up to you. You have to be willing and open to seek it. Learning to be resourceful is essential to good teaching. Honest criticism is abundant; you have to learn to take it. You have to want to strive for excellence in your teaching and counseling jobs, yet understand that you will make some mistakes along the way. We expect commitment, not perfection!

"What surprised me the most about Summerbridge was the magic created by the young teachers."
Odesssa Hooker, Co-President, Cincinnati Summerbridge

WHAT AM I EXPECTED TO KNOW BEFORE I ARRIVE?

1. Read carefully all the materials we have sent to you.

2. Take pride in the kids. They come first and they are the priority.

3. Understand that at Summerbridge we take our goals very seriously. We do not want to work with passive, confused faculty. Our goals are explicitly outlined in the literature. Know them!

4. Realize that Summerbridge is defined each summer by the collective energy and enthusiasm of the faculty.

5. Know that you are wholly responsible for course planning and curriculum development in your classes.

6. Realize study skills are often more important than content for your students. Be prepared to teach the process of learning.

7. Understand that you need to commit yourself to active communication and problem solving.

8. Believe and be able to do what you write in your application.

9. Know that you are willing to work in concert with the students, staff, and administration. Collegiality is essential.

10. Know that you must welcome feedback and constructive criticism. You must be able to recognize and learn from your mistakes.

11. Know that you will likely work twelve hour days for eight weeks. Know yourself, what will be most difficult for you and strategies that will get you through in health and sanity. You won't see much of the city you are working in; Summerbridge is the primary focus. Know that you can make this commitment before you arrive.

WHAT ABOUT FINANCIAL AID?

For many college students, mainly those on financial aid, the summer stipend might pose a significant barrier toward working at Summerbridge. Some Summerbridge faculty in past years have received grants and fellowships to supplement their stipends. Applicants should not count on obtaining financial aid from Summerbridge programs as each program has a **very limited** amount of financial aid, but we will make every effort to help you meet your needs.

Anyone who might need to supplement their summer stipend should contact their financial aid office as soon as possible. Some schools are willing to waive or suggest alternatives regarding the required summer earning. For example, obtaining work study for Summerbridge is possible. While colleges will typically cover only 50% of summer earnings, some schools like Harvard will cover up to 90%. Please contact your financial aid office for further details.

After speaking with the financial office, look for grants and fellowships particular to your school. Along with the financial aid office, the career placement center can be a resource. At some schools, the dean of academic services might be helpful. Another option is to apply for grants and fellowships that are available nationally. The following grants and fellowships are only a sample of those available. Please see additional resources for research ideas.

J. W. Saxe Memorial Fund
1524 31st Street N.W.
Washington D.C. 20007

Awards $750 fellowships to college students working in public service. Applicants should send a resume, a statement of short and long term goals, three references, and a supporting letter from a faculty member. Write for spring deadlines.

The Ford Foundation
Fellowship Program for Minorities
320 East 43rd Street
New York, NY 10017
(212) 573-5000

Write for further details.

ADDITIONAL RESOURCES

Foundation Grants to Individuals, 7th Edition. Haile, Suzanne W., ed. (The Foundation Center: New York, 1991)
This book is a great source for grants available to individuals. Check under education for specific grants.

Directory of Financial Aid for Minorities, 1990-1991. Schlacter, Gaile Ann. (Reference Service Press: San Carlos, California, 1990)

Scholarships, Fellowships, and Loans, vol. XI. Feingold and Feingold. (Bellman Press: Bethesda, Maryland, 1990)
An excellent directory similar to Foundation Grants to Individuals. Provides addresses, deadlines, criterias, etc. for grants and fellowships.

The College Blue Book, 23rd Edition. (McMillan Publishing Co.: New York, 1989)
Another comprehensive source for scholarships, fellowships, and grants.

Financial Aids for Higher Education, 14th Edition. Keeslar, Dr. Oreon. (Brown Publishing Co.: Dubuque, Iowa, 1991)
A how to book that gives advice on finding alternative sources of funding for school tuition.

The Individual's Guide to Grants. Margolin, Judith. (Plenum Press: New York, 1983)

Both *Chronicles of Higher Education* and *P.M.L.A.* at times will list undergraduate grants and fellowships.

HOW TO APPLY

The Directors of all the Summerbridge Programs have developed four applications (see below). The applications are available at all Summerbridge offices. The fifth application, the Local High School Application, varies from program to program. An applicant simply needs to fill out the **correct application**, copy it, and send it with any required materials to each of the programs which the applicant is interested in applying. Information pages must be sent to Summerbridge National. Only the returning staff may apply to the Summerbridge program in Hong Kong. ***You may apply up to a maximum of 15 programs.***

You will only be accepted to one program. Therefore, do not send your application to a program at which you would not want to work. **You are responsible for getting to the program location. Airfare or other transportation costs are not provided.** The Directors of all the programs will work together to select the staff. If you are not offered a position for the summer of 1993, you will receive a letter from Summerbridge National.

GET THE RIGHT APPLICATION!

1. Common College Staff Application

The Directors of all the programs have created a challenging application for college students applying to teach in a program. By filling out **one** application and sending a copy and your resume to **each** of the programs where you want to work, you may apply to a number of programs.

2. Common High School Staff Application for High School Students Applying to Out-Of-Town Programs

If you are in high school--grade 9-12--and are applying to out-of-town programs, you must complete this application and send copies of all needed information to each of the programs to which you are applying. Be sure to give your teachers envelopes to mail your teaching evaluations. Each teacher must mail the teaching evaluation separately.

3. Common Returning Staff Application (Returning After One Year)

The Returning Staff Application challenges returning staff to expand their leadership role in the program. After one year the application is shorter.

4. Common Veteran Staff Application (Returning After Two Years)

After two years the faculty are well acquainted with the program and are asked to fill out a shorter application which provides an opportunity to reflect upon past summers constructively. It also asks faculty to take on more responsibility and challenge themselves. Directors rely on veteran faculty for support, energy and innovation.

5. Local High School Staff Application

If you are applying to a local program, you must complete that program's local high school application. If you are applying to both a local program and out-of-town program(s), you must complete an out-of-town staff application, not a local high school staff application. You might also need to do a station interview and a teaching presentation at the local program. Whether you are applying to the local or out-of-town program, be sure to communicate with the local directors.

LEADERSHIP POSITIONS AT SUMMERBRIDGE

Although all of the faculty positions at Summerbridge involve leadership, there are a few that require additional energy and interest in administration.

Academic Deans/Deans of Faculty

The integrity of the curriculum and our younger students' commitment to academic rigor and excellence is due to the seriousness of our staff. We want our students to feel confident in school, to address their academic weaknesses, to push ahead in areas of enrichment. Our staff works closely with seasoned Master Teachers and Deans of Faculty. The Deans are college students (usually with prior Summerbridge experience) or professional teachers. Deans act as mentors, sounding boards and problem solvers. Deans of Faculty are also concerned with collegiality--a vital support system for first-time teachers. If you feel you have the strong interest in learning, a commitment to integrity, an abiding belief that education takes place both in and outside the classroom, let the Directors know you would like to be a candidate for a Dean position.

Executive or Administrative Committee

Each program hires a committee to handle **daily** operations throughout the summer. This committee is the backbone of the program and is responsible for everything from organizing all school meetings, running the faculty meetings, and handling altered schedules, to overseeing events committees, and handling any issues that arise over the summer. The committee meets daily with directors to discuss the logistics of the following day. These positions are time and energy intensive and members are instrumental in setting a positive tone for the entire program. An intense program like Summberbridge needs to pay close attention to details; it is this attention that helps us accomplish so much in each session.

Dean of Students

The Dean of Students acts as counselor and advocate to students. They arrange and facilitate parent conferences for each student and are aware of academic problems of specific students. The Dean of Students must be approachable and yet firm with students, and must be capable of providing leadership to a counseling committee.

Art Director

If you dream about murals, paper magic, visual concepts, and art mania, consider directing the art program at Summerbridge. Your academic teaching load would be much lighter, but the teaching opportunities lurk everywhere in this position. Turn the school into an artistic dictionary, have the art center be the place to hang out, celebrate creativity. Art Directors learn much about administration; they coordinate all art activities, see that art supplies are readily available, oversee the art facilities. Most importantly, the Art Directors build art into the whole learning experience.

> *"The art director needs to set a tone. Art should be pervasive, unapologetic, and loud. No document, no wall, no meeting, no event should be allowed to exist in a utilitarian state. Summerbridge should be an explosion of color and fantasy."*
>
> *Ed Liu, Co-Director, Portland Summerbridge*

Director of Athletics

Some programs have a Director of Athletics because of extensive athletic programs offered to the students before, during, and after school. This position is open to both high school and college staff in most programs. The Director must be interested in fostering physical fitness in many ways, for a variety of interest and skills levels. Besides administrative duties which includes responsibility for scheduling events, caring for facilities, and managing equipment, the Athletic Director encourages students to develop individual confidence and teamwork qualities.

Photographers, Video Artists

If documenting the program with pictures, slide shows, or videos appeals to you, be sure to let the Directors of the programs know this. Most of the sites have dark rooms for film development. Video equipment varies from site to site. If you want to immerse yourself in a project, your teaching load may, of course, be lightened.

Public Relations Assistant

If you are gregarious and like to meet community and business leaders, you should consider becoming a Public Relations Assistant to one of the programs this summer. This position is vital to our fundraising efforts.

SUMMERBRIDGE:
A STAFF MEMBER'S POINT OF VIEW

I came to Summerbridge because I wanted to learn whether or not I wanted to become a teacher. I began to think seriously about how I might spend the rest of my life. I applied for a staff position because teaching appealed to me as a possible vocation.

What followed reflected a combination of rigorous professionalism and childlike absurdity. On the one hand, there was tough competition and on the other hand there was the line of the application which read: "The committee should absolutely hire me because _____!!!!!!!!!" Nine exclamation marks? Was this program for real?

Summerbridge has a secret: it stretches one to the limit of endurance and allows one to enjoy it. The staff members teach classes in a variety of subjects ranging from Literature to Computer Literacy, from Chinese Language to Russian History; but they lead field trips, compose raps, and perform countless skits. It quickly became obvious that the staff must be (or become) experts in the fine art of having fun, or else the multitude of activities would be both pointless and grueling.

If all that Summerbridge had given me was the experience of hard work and enjoyment, it would have been worth it. Nonetheless, my primary purpose in applying to the program was to learn about teaching and education. I needn't have been so carefully alert, since I could not have avoided these lessons if I had my eyes closed. Summerbridge is an immersion in the joys and pains of taking responsibility for the intellectual growth of another. The students, who have all shown enthusiasm and intelligence as they applied to the program, are constant lessons about teaching. They are the educators as much as we; while we instruct them in Spanish or Algebra, they are teaching us to be leaders, psychologists, actors and caring human beings. They are also teaching us to be scholars. It constantly surprises me how thoroughly and from how many vantage points one must understand a subject in order to teach it. For me, teaching at Summerbridge has taken the "tranquillized obviousness" out of study, and transformed it into the domain of endless novelty and wonder that it should be.

Being faculty at Summerbridge is the best way I have ever heard to obtain rigorous, high-intensity experience in teaching at a young age. It is also an incredibly fun way to spend a summer. But as any Summerbridge teacher quickly learns, the program begins and ends with the kids; and it is here that the final reward of being a staff member emerges. The Summerbridge students are unforgettably enthusiastic, responsive and worthy of respect. It takes a special kind of young person to be a Summerbridger. Such people by their very nature help their teacher to be special people too.

Andrew Lovett
Summerbridge Staff: San Francisco; New Orleans

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